DOCUMENT RESUME

ED 324 683 CS 212 537

AUTHOR Ridout, Susan Ramp; And Others
TITLE An Integrated Language Arts Teacher Education Program.
PUB DATE Nov 90
NOTE 11p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Computer Uses in Education; Educational Research; Education Majors; Elementary Education; Higher Education; *Integrated Curriculum; *Language Arts; Practicums; *Reading Instruction; Reading Writing Relationship; *Teacher Education Curriculum; Teaching Methods; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS Indiana University Southeast; LOGO Programing Language

ABSTRACT

A pilot project was developed at Indiana University Southeast to help teacher education students learn ways to put current educational theories and strategies to work in a school setting. The project was based on the idea that the language arts--listening, reading, writing, and speaking--should be integrated and that many subject areas could be incorporated into any well planned language arts block. Included in the process was the incorporation of computer use, specifically the use of LOGO, a computer programing language, and word processing. Each teacher education student was assigned two or three children at the fourth or fifth grade level. Each group remained together throughout the six practicum sessions. Two basal stories served as the springboard into the other requirements, all of which had to fit into a modified directed reading activity format. The following steps of a modified directed reading activity were used by the teacher education students: motivation; vocabulary instruction; purpose for reading; silent reading; questioning; purposeful oral reading; skills/strategies; and extension. The students had to show evidence of working through a five-step writing process which included: prewriting, drafting, revising, editing, and sharing. Results indicated that the children were developing their writing, computing, and critical thinking skills, while learning to work cooperatively and improving self-esteem. The teacher education students found that using the computer in this way enhanced the directed reading approach, the language experience approach, and the writing process. Additionally, the teacher education students actively learned how to teach in a natural, holistic, and diagnostic way. (MG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED324683

An Integrated Language Arts Teacher Education Program

Running Head: Integrated Language Arts

by

Susan Ramp Ridout
Associate Professor of Education

Jane Riehl
Adjunct Lecturer of Education

Carl deGraaf
Associate Professor of Education

Indiana University Southeast
4201 Grant Line Road
New Albany, IN 47150

November, 1990

CS212537

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Susan Ridout

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

An Integrated Language Arts Teacher Education Program

During the 1989-90 school year, a pilot project was developed at Indiana University Southeast (I.U.S.) to help our teacher education students learn ways to put current educational theories and strategies to work in a school setting. The project was based on the idea that the language arts--listening, reading, writing, and speaking--should be integrated and that many subject areas (i.e. social studies, science, math) could be incorporated into any well planned language arts block. Included in the process was the incorporation of computer use, specifically the use of LOGO, a computer programing language, and word processing.

Three elementary education faculty members worked closely to determine competencies we wanted our students to demonstrate. Once determined, we developed ways to present the knowledge and prepare the college juniors and seniors to use their new-found skills.

Each I.U.S. student was assigned 2 or 3 children at the fourth or fifth grade level. While our students were only

working with a few children, an unrealistic ratio in a real classroom, the hope was that they would learn the methodology and learn to creatively cope with larger numbers during one of their other practica. The I.U.S. student and his/her intermediate aged children remained together throughout the six practicum sessions, with each session lasting 1 1/2 hours. Two basal stories served as the springboard into the other requirements that included: 1) some aspect of the writing process during each of the six days; 2) word processing at least four times; 3) LOGO at least twice, 4) one language experience; 5) one piece of children's literature; 6) one poem; 7) several published activities based on one comprehension skill identified by the children's classroom teacher; and 8) several published activities based on the writing process. All of these minimum requirements had to fit into a modified directed reading activity format.

I.U.S. students shared activities and planned with other students whose children had been assigned the same stories. Lesson plans were required each day and a formal unit was filed at the end of the practicum experience. The students prepared their first lesson based on the classroom teacher's suggestions, assigned comprehension skill, and identified

reading level. That lesson, however, was to be a diagnostic one--to help determine the strengths and weaknesses of the children.

To prepare for the experience, students attended several weeks of classroom presentations on various aspects of reading and writing. In the area of reading, theories, general reading methodology, and comprehension strategies were presented. Since the modified directed reading activity served as the skeleton for the entire unit, each step of it was carefully introduced and modeled by the university instructor.

A directed reading acitivity is based on the idea that there are pre-reading, reading, and post reading strategies and activities that need to be a part of a lesson. The idea is to prepare the reader for dealing with the text and then to follow the reading with purposeful activities that are related to the story.

Following are the steps of a modified directed reading activity that we expected our I.U.S. students to use.

Motivation The students were to motivate the children to want to read the selections. They stimulated their

interest by showing a picture, singing a song, asking a question, showing the preservice teacher's "Logo work," providing a language experience activity, or creatively using an appropriate computer activity.

Vocabulary Introduction The students were asked to identify words with which children might have difficulty either because they were new, they did not follow rules, or their concept load was difficult. Many students, again, created games on the word processor or developed LOGO activities to complete vocabulary exercises.

Purpose for Reading The students had the children read to find out about something specific. This could have been the action of a character, the plot, or any other appropriate content.

Read Children silently read the assignment.

Questions The students asked literal, interpretive, and critical level questions. The children also created questions to ask one another. Many chose to incorporate writing activities in this step.

Purposeful Oral Reading The students selected passages

for the children to read. Passages that contained expressive or descriptive language or that had difficult concepts were selected for this step of the lesson.

Skills/Strategies The students were required to incorporate a reading comprehension skill/strategy that they were emphasizing, making sure that it fit the lesson and was not merely an isolated drill. They were encouraged to have a writing activity that emphasized this comprehension skill. Games, simulations, and computer programs were often used in this step.

Extension The students were asked to focus on creative comprehension in this final step of the lesson. They were required to go a step beyond their reading lesson and incorporate other subject areas. Research projects, art projects, Logo activities, and creative stories were appropriate extensions.

Students were required to use the basal text because, like it or not, the reading programs in most areas are heavily based on a basal program. This modified directed reading activity format with the other requirements allowed the use of the basal but forced justification of strategies

taught, stories read, and topics chosen for writing assignments.

During several weeks of classroom preparation the areas covered in the language arts course included: the elements of story and poetry structure; journal and newspaper writing; and the concept of author. The theoretical base of and the strategies to use with the writing process were also presented and practiced. The students had to show evidence of working through a five step writing process. Namely, 1) pre-writing, 2) drafting, 3) revising, 4) editing, and 5) sharing. The writing topics had to relate to the themes developed in the overall unit, specifically the central ideas in the two basal lessons.

Prewriting To stimulate discussions and thinking about writing topics, the I.U.S. students used brainstorming, sematic webbing, children's literature, walks, skits and tasting parties.

Drafting The elementary children were encouraged to get their ideas on paper or dictate them to the I.U.S. student. During this stage, sentence fragments and invented spellings were readily accepted to facilitate

the flow of ideas.

Revising The I.U.S. student conferenced and encouraged the children to enhance their ideas. They began to arrange paragraphs and to compose special endings. Much of this stage and the following one was done on the computer, using PFS Write.

Editing The elementary student was to proof his/her work and ask a classmate to proofread the work. Many students, IUS and elementary, developed unusual Logo programs tailored to their writing. Children particularly enjoyed adding color, sound, and movement to their writing.

Sharing Each author was given an opportunity to share his/her work. This took the form of: reading to classmates; binding and sharing the work in book form; publishing newspapers, plays, and journals; and creating posters and wall hangings.

In addition to providing a knowledge base in reading and writing, three computer workshops were scheduled, two focusing on LOGO and one on word processing. During this

time the use of the computer as a tool (i.e. a means to an end) was emphasized. Naturally, students had to spend many out-of-class hours in the computer lab to become proficient enough to create activities on the computer and then to teach children to use both programs.

Once armed with theories, comprehension strategies, pieces of children's literature, poetry, word processing, LOGO compentencies, and creative techniques to infuse the writing process into daily lessons, our students descended upon Galena Elementary School in Floyds Knobs, Indiana.

What have the results been so far? According to questionnaire responses from children and I.U.S. students as well as the classroom teachers' comments, the educational experience has been terrific. The children are developing their writing, computing, and critical thinking skills, while learning to work cooperatively and improving their self esteems. The university students have found that the computer, used in this way, is an "invisible tool" much like paper and pencil. The computer enhances the directed reading approach, language experience approach, and the writing process. Additionally, our university students are

actively learning how to teach in a natural, holistic, and diagnostic way. The hidden benefit for the university is that it avoids the dilemma of how to add another course (computer literacy) to an already over crowded curriculum.

Closing Comment As a result of this project, we have seen some outstanding language arts lessons being taught. These are not simply fun-loving, creative language arts presentations, but rather purposeful, strategic plans to urge critical and creative thinking, improve writing skills, and enhance computer literacy. Under these conditions, teaching is a dynamic, synergistic process. Our long term goal is to see such purposeful teaching in every elementary classroom.

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991